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ABSTRACT

For research to be considered "valid," the research must be originally based upon a known theory. The result of research should be the expansion of known theory or the development of new theory. An examination was made of marketing (distributive) education research to determine if that research is based upon a theoretical framework and results in either the expansion of theory or the development of new theory. Research reports from 1985-1990 that appeared in the Marketing Educators' Journal and the National Research Conference Reports (54 articles) were reviewed to determine if that research was based upon a theoretical framework. However, most of the research that was reviewed was found to be descriptive or comparative in nature; only 16 articles (30 percent) were based on theory and resulted in expansion of or development of theory. The study concluded that marketing education research must be theory based and suggested the following four theories as a basis for marketing education research: perennialism, progressivism, essentialism, and reconstructionism. The study also described two historical theories of learning (faculty psychology and apperception), and eight modern theories (association, stimulus-response, instrumental conditioning, operant conditioning, Gestalt theory, topological theory, sign learning, and phenomenological theory) as possible bases for research in marketing education. The study concluded that marketing education lacks organization and that the scientific method should be used to instill the type of organization that the field needs. (Contains 14 references.) (KC)

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A STUDY OF MARKETING (DISTRIBUTIVE) EDUCATION

RESEARCH METHODS

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A STUDY OF MARKETING (DISTRIBUTIVE) EDUCATION RESEARCH METHODS

Abstract

For research to be considered "valid," the research must be originally based upon a known theory. The result of research should be the expansion of known theory and (or) the development of new theory. This paper examines Marketing (Distributive) Education research to determine if that research is based upon a theoretical framework and results in either the expansion of theory and (or) the development of new theory.

The results of the paper indicate that the vast majority of Marketing (Distributive) Education studies are neither based upon a theoretical basis, nor expand existing theories, nor develop new theories.

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INTRODUCTION AND STATEMENT OF THE PROBLEM

"Research is a systematic attempt to provide answers to questions. Such answers may be abstract and general as is often the case in basic research or they may be highly concrete and specific as is often the case in demonstration or applied research. In both kinds of research, the investigator uncovers facts and then formulates a generalization based on the interpretation of those facts"(Tuckman 1978, 1).

"Basic research is concerned with the relationship between two or more variables. It is carried out by identifying a problem, examining selected relevant varibles through a literature review, constructing a hypothesis where possible, creating a research design to investigate the problem, collecting and analyzing appropriate data, and then drawing conclusions about the relationships of the variables. Basic research does not often provide immediately usable information for altering the environment. Its purpose, rather, is to develop a model, or theory, that identifies all the relevant variables in a particular environment and hypothesizes about their relationship. Then, using the findings of basic research, it is possible to develop a product - product here being used to include, for example, a given curriculum, a particular teacher-training program, a textbook, or an audio-visual aid"(Tuckman 1978, 1-2).

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"A further step is to test the product, the province of applied research, often called demonstration. In effect, applied research is a test or tryout that includes systematic evaluation"(Tuckman 1978, 1-2).

"The goal is to make your findings part of a comprehensive body of theory either by working within an existing theory or by generating original theory"(Tuckman 1987, 335).

"Education in particular has suffered from an absence of theoretical orientations; the main emphasis has been upon empiricism. Educators have been criticized for their continued concern with 'getting the facts' rather than finding out the 'why.' This concern is reflected in the vast number of facts that have been accumulated through educational studies, but without the accompanying integration into theories to help explain educational phenomena. Education needs to focus more attention on theory development in order to obtain more perspective into educational problems as well as to guide its efforts at the empirical level"(Ary 1985, 19).

Statement of the Problem

The vast majority of Marketing (Distributive) Education studies are neither based upon a theoretical basis, nor expand upon existing theories, nor develop new theories. For research to be considered "valid," the research must be originally based upon a known theory. The result of research should be the expansion of known theory and (or) the development of new theory.

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Thus, the intent of this paper is twofold:

1. To gather and summarize marketing education information from 1985 - 1990 by reviewing: The Education Index, The Marketing Educators' Journal, and the National Research Conference Reports.

   The marketing education articles will be organized according to the categories listed below:

   Research Retrieval Information:

   1. Author
   2. Title of the Article
   3. Name of the Publication
   4. Publishing Date Information

   Theoretical Foundation:

   1. Originally Based on Theory
   2. Expand Theory
   3. Develop New Theory

2. To analyze the 1985 - 1990 research conducted in marketing education to determine if that research is based upon a theoretical framework as outlined in this paper. For this analysis, only the articles in the Marketing Educators' Journal and The National Research Conference Reports will be utilized. The articles listed in the Education Index are primarily written as "general interest" articles and not as a formal research paper.

   The null hypothesis for this paper is that

less than fifty percent (50%) of marketing education research is originally based upon a theoretical framework and results in the expansion of existing theories and (or) the development of new theories. A population proportion (¶) with a large sample greater than thirty (30) is utilized.

The theory that this paper is based upon is the concept known as Science and specifically the "scientific method."

"Science concentrates on the discovery of empirical relationships among phenomena, · · · its isolated findings must be structured into a meaningful conceptual framework"(Mouly 1970, 86). "The ultimate goal of science is not only the systematization of facts into broad empirical laws and principles, but also the systematization of empirical laws into an ever-smaller number of theories explaining the basis for the relationships noted. The ultimate need is for the unification of the laws and theories of the various disciplines into a single, overall, scientific-empirical and theoretical-framework"(Mouly 1970, 86).

"The scientific method, interpreted broadly, constitutes the most systematic and generally the most adequate approach to the discovery of empirical truth"(Mouly 1970, 85).

REVIEW OF THE LITERATURE

Nature of Research

"Research is conducted in a host of situations by a variety of individuals. Scholars and practitioners of various levels of sophistication in the academic disciplines and professions engage in it. Research may be conducted in libraries, laboratories and classrooms, in the ruins of ancient civilizations, and on the streets of modern cities, to mention just a few possible settings"(Wiersma 1986, 1).

"Research may be defined as the application of the scientific approach to the study of a problem (Ary 1985, 21). It is a way to acquire dependable and useful information. Its purpose is to discover answers to meaningful questions through the application of scientific procedures. An investigation must involve the scientific approach . . . in order to be classified as research"(Ary 1985, 22).

"The scientific approach is generally described as a process in which investigators move inductively from their observations to hypotheses and then deductively from the hypotheses to the logical implications of the hypotheses. Investigators deduce the consequences that would follow if a hypothesized relationship is true. If these deducted implications are compatible with the organized body of

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accepted knowledge, they are then further tested by the gathering of empirical data. On the bases of the evidence, the hypotheses are accepted or rejected" (Ary 1985, 8-9).

The five steps in the scientific approach are: 1. definition of the problem, 2. statement of a hypothesis or question, 3. collection and analysis of data, 4. confirmation or rejection of the hypothesis, 5. conclusions (Ary 1985, 9-10).

"In conducting observations and interpreting data, scientists are not trying to prove a point. They take particular care to collect data in such a way that personal biases they may have will not influence their observations. They seek truth and accept the facts even when they are contrary to their own opinions. If the accumulated evidence upsets a favorite theory, then they either discard that theory or modify it to agree with the factual data" (Ary 1985, 14).

Theory Development in Research

An "aspect of the scientific approach . . . is the construction of theory. Scientists, through empirical investigation, gather many facts. But as these facts accumulate, there is need for integration, organization, and classification in order to make the isolated findings meaningful. Significant relationships must be identified in the data and explained. In other words, theories must be formulated. A theory may be defined as 'a set of interrelated

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constructs (concepts), definitions, and propositions that presents a systematic view of phenomena by specifying relations among variables, with the purpose of explaining and predicting the phenomena'" (Ary 1985, 14-15).

"Theories knit together the results of observations, enabling scientists to make general statements about variables and the relationships among variables"(Ary 1985, 15).

"The theory not only summarizes previous information but predicts other phenomena by telling us what to expect. . . . The ultimate goal of science is theory formulation. . . . A scientific theory is a tentative explanation of phenomena. From such explanations we can proceed to prediction and, finally, to control"(Ary 1985, 15).

Purposes of Theories

1. "Theory summarizes and puts in order the existing knowledge in a particular area"(Ary 1985, 15).
2. "A theory clarifies and gives meaning to the previously isolated empirical findings. Theory provides a provisional explanation for observed events and relationships. It does so by showing what variables are related and how they are related. . . . On the basis of the explanatory principles embodied within the theory, deductions from the theory permit predictions of the occurrence of phenomena, some as yet unobserved"(Ary 1985, 15).
3. "Theory stimulates the development of new knowledge

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by providing leads for further inquiry. . . . Scientists use what they know as a springboard for for new advances"(Ary 1985, 16).

Approaches to Theory Construction

Melvin Marx has identified four major approaches to theory construction: 1. the model -"in which emphasis is strictly on conceptualization." 2. the deductive approach -"which incorporates both conceptual and empirical elements with primary emphasis on formal conceptualization." 3. the functional approach -"in which equal emphasis is given to conceptual and empirical elements." 4. the inductive approach -"which strictly attempts to unify empirical knowledge"(Ary 1985, 16).

The model -"Marx defines model as a 'conceptual analog, generally of a physical or mathematical nature, which is used to suggest empirical research.' Models are not modified as empirical data are accumulated; they are either retained if the data confirm them or abandoned if the data do not confirm them"(Ary 1985, 16).

The deductive approach -"generates theory by beginning with known facts and proceeding through deductive reasoning to arrive at a highly formalized conceptual system"(Ary 1985, 17).

In deductive reasoning, "if the premises are true, the conclusion is necessarily true. Deductive reasoning enables one to organize premises into patterns that provide conclusive

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evidence for the validity of a conclusion"(Ary 1985, 5).

The deductive approach"is based on the assumption that to explain phenomena within a field, one should go beyond what is currently known to develop an integrating logical system, even though uncertainty exists to the validity of many of the assumptions and deductions within the system" (Ary 1985, 17).

The functional approach -"is characterized by a high degree of informality and flexibility. Tentative, often rudimentary theories are put forward to explain phenomena. Hypotheses based on these tentative theories are then formulated and tested empirically. If the results of this testing do not entirely confirm the theory, the theory is revised and new hypotheses are deduced from the revised theory, tested empirically, and so on. A functional approach can be pictured as a stage in the back-forth interplay between conceptualization and hypothesis testing"(Ary 1985, 17).

The inductive approach -"attempts only to provide statements integrating and summarizing the known empirical relationships among phenomena. Deductive reasoning and formal logic have minimal roles in the inductive approach. Even the formulation of a research hypothesis prior to experimentation is considered an unnecessary step by those favoring inductive theory. In the inductive approach, theory is the end product of all scientific inquiry and should be obtained only through induction" (Ary 1985, 18).

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Characteristics of Theories

"A theory, if it is to serve its purpose . . . should satisfy certain criteria. The following are some of the characteristics of a sound theory"(Ary 1985, 18).

1. "A theory should be able to explain the observed facts relating to a particular problem; it should be able to propose the 'why' concerning the phenomena under consideration. This explanation of the events should be in the simplest form possible. A theory that has fewer complexities and assumptions is favored over a more complicated one. This is known as the 'principle of parsimony'"(Ary 1985, 18).
2. "A theory should be consistent with observed facts and with the already established body of knowledge"(Ary 1985, 18).
3. "A theory should provide means of verification. This is achieved for most theories by making deductions in the form of hypotheses stating the consequences that one can expect to observe if the theory is true. The acceptance or rejection of a theory depends primarily upon its utility. A theory is useful or not useful, depending upon how efficiently it leads to predictions concerning observable consequences, which are then confirmed when the empirical

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data are collected. Even then, any theory is considered tentative and subject to revision as new evidence accumulates"(Ary 1985, 18).

4. "A theory should stimulate new discoveries and indicate further areas in need of investigation" (Ary 1985, 18).

Scientific Approach of Research Applied to Education

"When the scientific approach is applied to the study of educational problems, educational research is the result. Educational research is the way in which one acquires dependable and useful information about the educational process. Travers defines educational research as 'an activity directed toward the development of an organized body of scientific knowledge about the events with which educators are concerned.' Its goal is to discover general principles or interpretations of behavior that can be used to explain, predict, and control events in educational situations - in other words, scientific theory"(Ary 1985, 22).

Educational Research

• • •"the aims of research in education are the same as those of research in science genrally"• • • (Carr 1986, 51).

• • • "most philosophical accounts of the nature of 'educational theory' proceed by" praising "the logical merits of scientific theories and assessing the extent to which educational theories can conform to them • • •" (Carr 1986, 51).

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"The attractions of placing educational theory and research on scientific foundations are obvious enough. Over the last few centuries science has provided a corpus of knowledge about the natural world which has enabled the environment to be controlled with ever-greater sophistication and has allowed for a range of practical problems that were once considered insurmountable to be successfully resolved. If the methods of science are enlisted by educational research, then the seemingly intransigent problems of education can be overcome and practical progress achieved. Just as science allows us to control the natural world, so it will allow us to control education and make it more congruent with the needs of society and its members"(Carr 1986, 51-52).

Research in Marketing (Distributive) Education

"Research leads to knowledge. Knowledge of what innovative distributive education materials positively affect the learning process of distributive education students; knowledge of student-teacher interaction patterns in distributive education; knowledge of the perceptions of students toward distributive education careers; knowledge of the values and attitudes of distributive education teacher-coordinators; knowledge of the effects of simulation programs in distributive education and knowledge of distributive education curriculum design procedures are but a few of the positive research outcomes"(Bennett 1974, 316).

"Research in distributive education is not the exclusive domain of teacher-educators, graduate students or state

department staffs"(Bennett 1974, 316).

"Most of the research that was reviewed in the Synthesis of Research in Distributive Education · · · by Logan and Meyer in 1966 and Ashman and Larson in 1968 was reported to be · · · descriptive or comparative. · · · Logan and Meyer reasoned in their report that descriptive studies served as the forerunners of experimental research; however they cautioned in 1966 that distributive education could not improve and expand on the sole strength of descriptive research alone"(Bennett 1974, 318).

"Ashum and Larson reported a similar conclusion after their research review. Most of the studies they evaluated were descriptive or comparative in nature"(Bennett 1974, 318-319).

· · ·"much of the research in marketing and distributive education continues to be descriptive or comparative in nature"(Berns 1980, 155).

Additional Comments Regarding Research in Marketing (Distributive) Education

"It is obvious from a review of the research completed during the ten-year period (1969-1978) that a great many of the studies are completed in relative isolation. That isolation is evidenced by two characteristics of the research. Much of the research completed is applicable to relatively small and/or unique populations. Also, there is little evidence of continuity in research. Those researchers completing multiple studies seldom maintained a single focus

throughout their research"(Berns 1980, 155-156).

Summary of the Research in Marketing (Distributive) Education

"It has often been said that nothing is more practical than a good theory. By extension, it might also be said that nothing illustrates good research more than a good theory. Rightly or wrongly, any professional field or discipline is often judged by the nature of the research base which supports the practices of that field or discipline. While good theory does not necessarily make good practice in and of itself, it is difficult to conceive of good practice without the presence of good theory"(Stone, 1985, 4).

"Supes (1981) discussed at length the necessity for good theory as the basis for good research. He noted that the recording of individual facts with no apparatus of generalization or theory, lead nowhere. He referred to this condition as the 'triviality of bare empiricism'" (Stone 1985, 5).

"How does research in marketing education look when analyzed from the perspective of methodology and theory? . . . Much of the reported research focused on specific problems of an immediate nature. The concerns expressed by Burrow and Berns (1981) about the haphazard approach to research still seem to hold today. . . . It may also be concluded that little of the reported research is derived from theory, expands theory, or is even remotely connected to theory"(Stone 1985, 5 and 8).

In summary, "there should continue to be an increased

emphasis on theoretically based research in marketing education" (Littman 1990, 11).

The remaining pages in this section are the articles which were reviewed and summarized according to the categories that were outlined in the introduction section of this paper. The first group of articles are the "general interest" articles. The second group are the "research articles" which are utilized for the statistical analysis portion of this paper.

RESEARCH RETRIEVAL INFORMATION

THEORETICAL FOUNDATION

	AUTHOR	TITLE OF ARTICLE	NAME OF THE PUBLICATION	PUBLISHING DATE INFORMATION	ORIGINALLY BASED ON THEORY	EXPAND THEORY	DEVELOP NEW THEORY
			"GENERAL INTEREST"	ARTICLES			
1)	McComas, M.L.	Integrating Information Processing into Marketing and Distribution	Bus. Education Forum	Apr/May 1985, 39: 63-66	N/A	N/A	N/A
2)	Gleason, J.R.	Marketing Educators Commit to Excellence	" " "	Apr 1985, 39: 22-23	"	"	"
3)	Holt, D.L.	Motivational Bingo Enhances Learning	" " "	Feb 1985, 39: 18-19	"	"	"
4)	Davis, R.E.	Marketing Education and the New Basics	" " "	Feb 1986, 40: 20+	"	"	"
5)	Jernigan, M.H. & C.R. Easterling	Technological Awareness in Retail Marketing	" " "	Dec 1985, 40: 18-20	"	"	"
6)	McComas, M.L.	DECA = Motivated Students	" " "	May 1985, 39: 11-13	"	"	"
7)	Caudill, D.W. & M.R. Carrington	Nonverbal Communication in the Marketing Class	" " "	Apr 1986, 40: 16+	"	"	"

RESEARCH RETRIEVAL INFORMATION				THEORETICAL FOUNDATION		
AUTHOR	TITLE OF ARTICLE	NAME OF THE PUBLICATION	PUBLISHING DATE INFORMATION	ORIGINALLY BASED ON THEORY	EXPAND THEORY	DEVELOP NEW THEORY
8) Clodfelter, R.	Potential Entrepreneurs Begin in High School	Bus. Education Forum	Oct 1985, 40: 26-27	N/A	N/A	N/A
9) Macartney, H.	Taking One Step Further to Market	The Times Higher Educ. Supplement	Sept 6, 1985, 670: 16	"	"	"
10) Sojka, G.A.	An Administrator's View: Balancing Academic Performance and Market Conditions	Academe	July/Aug 1985, 71: 11-12	"	"	"
11) Underwood, R.	Questioning Techniques for the Marketing Teacher	Bus. Education Forum	Oct 1986, 41: 19+	"	"	"
12) Kelly, R.	Building a Comprehensive Marketing Program	" " "	MR 1988, 42: 14-15	"	"	"
13) Branson, H.K.	Running the Store A Business Take Over	Curriculum Review	MR/Apr 1987, 26: 5-6	"	"	"
14) Clark, G.W.	Marketing Students Benefit from Real Life Experience	Bus. Education Forum	Jan 1988, 42: 20	"	"	"

RESEARCH RETRIEVAL INFORMATION				THEORETICAL FOUNDATION		
AUTHOR	TITLE OF ARTICLE	NAME OF THE PUBLICATION	PUBLISHING DATE INFORMATION	ORIGINALLY BASED ON THEORY	EXPAND THEORY	DEVELOP NEW THEORY
15) Zwissler, K.	Marketing Education's National Marketing Plan	Vocational Ed. Journal	N/D 1987, 62: 49-50	N/A	N/A	N/A
16) Shaver, H.B.	On Images, Marketing, Computers	Bus. Education Forum	Apr 1988, 42: 25-26	"	"	"
17) Schray, V.	Promoting Marketing Ed. Brings Positive Results	" " "	Feb 1988, 42:11-12+	"	"	"
18) Burgess, E.F.	The Marketplace-Where the Students Run the Store	Vocational Ed. Journal	Aug 1987, 62: 32-33	"	"	"
19) Crim, R.D. & M. Hensen	Marketing Program Instills Proper Work Attitudes	Bus. Education Forum	Dec 1987, 42: 20	"	"	"
20) Greenlees, J.	Supermarket Backs Specialization	The Times Higher Ed. Supplement	Nov 11, 1988, 836: 11	"	"	"
21) Young, R.	Business Student Takeover	Bus. Education Forum	Feb 1989, 43: 13-14+	"	"	"
22) Worms, C.L.	Concerns about Certification of Marketing Educators	" " "	Dec 1988, 43: 14-15	"	"	"

RESEARCH RETRIEVAL INFORMATION				THEORETICAL FOUNDATION		
AUTHOR	TITLE OF ARTICLE	NAME OF THE PUBLICATION	PUBLISHING DATE INFORMATION	ORIGINALLY BASED ON THEORY	EXPAND THEORY	DEVELOP NEW THEORY
23) Holup, J.	Taking Advantage of the Renewed Emphasis on Customer Service	Bus. Education Forum	Jan 1989, 43: 21-22	N/A	N/A	N/A
24) Carrington, M.R. & D.W. Caudill	Teaching Personal Marketing Strategies	" " "	MR 1989, 43: 20-21	"	"	"
25) Barger, B.	Marketing Market Research with H.S. Students	" " "	Oct 1988, 43: 28-29	"	"	"
26) Newhart, D.	Marketing Through Video Presentations	" " "	Apr 1989, 43: 30-31	"	"	"
27) Sedgley, M.	Losing Inhibitions Abt. Exhibitions - Training People for Events & Promotions Management	The Times Higher Ed. Supplement	May 6, 1988, 809: 18	"	"	"
28) Beck, C.L. & Dudley Stull & W.A. Stull	Law & Marketing: Implications for the Sec. Curr.	Bus. Education Forum	MR 1990, 44: 14+	"	"	"

RESEARCH RETRIEVAL INFORMATION				THEORETICAL FOUNDATION		
AUTHOR	TITLE OF ARTICLE	NAME OF THE PUBLICATION	PUBLISHING DATE INFORMATION	ORIGINALLY BASED ON THEORY	EXPAND THEORY	DEVELOP NEW THEORY
29) Romba, R.A.	Marketing Students Learn Experientially Through SBI	Bus. Educational Forum	Oct 1989, 44: 14+	N/A	N/A	N/A
30) Davis, R.E. & R.D. Wray	Classroom Resr. in Marketing Education	" " "	Jan 1990, 44: 21-22	"	"	"
31) DiSalvo, S.	Designing & Using School Store Evaluation Forms	" " "	Apr 1990, 44: 19-20	"	"	"
32) Hutt, R.W.	Essentials of Strategic Marketing Management	" " "	Feb. 1990, 44: 20-21	"	"	"
33) Petty, G.C.	Job Motivation & Marketing Education	" " "	May 1989, 43: 19-21	"	"	"
34) Hutt, R.W.	Marketing/ Distribution Systems	Natl. Bus. Educ. Yearbook	1989, 165-173	"	"	"
35) Lynch, R.L.	Modern Marketing Education	Vocational Education Journal	May 1989, 64: 36-37	"	"	"
36) Worms, C.L. & Worms, A.J.	Designing Educ. Study Tours	Bus. Education Forum	May 1990, 44: 22-24	"	"	"

RESEARCH RETRIEVAL INFORMATION				THEORETICAL FOUNDATION		
AUTHOR	TITLE OF ARTICLE	NAME OF THE PUBLICATION	PUBLISHING DATE INFORMATION	ORIGINALLY BASED ON THEORY	EXPAND THEORY	DEVELOP NEW THEORY
37) Thomas, K.J.	Marketing Strategies - or Tricks of the Trade	Bus. Education Forum	May 1990, 44: 25-27	N/A	N/A	N/A

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RESEARCH RETRIEVAL INFORMATION				THEORETICAL FOUNDATION		
AUTHOR	TITLE OF ARTICLE	NAME OF THE PUBLICATION	PUBLISHING DATE INFORMATION	ORIGINALLY BASED ON THEORY	EXPAND THEORY	DEVELOP NEW THEORY
		"RESEARCH" ARTICLES				
1) Price, William, T, Jr.	Identifying Problems That Impede the Operations of a Business and Services That May Help Overcome Them	National Conference Report printed by The Center for Voc. & Adult Educ. - Auburn University	April 1985, Pgs 1-27	Yes	No	No
2) Crawford, Gerald & Jack W. Crocker & Margie S. Crocker	A Comparison of Computer-Assisted Instruction and Traditional Modes of Instruction in Principles of Marketing Classes	"	April 1985, Pgs 28-41	No	No	No
3) Iwler, Irvin H. & D. Frank Palmieri & Janice C. Dominico	Mainstreaming Handicapped Students into Cooperative Ed: A Handbook for Vocational Ed.	"	April 1985, Pgs 42-48	Yes	Yes	No

	RESEARCH RETRIEVAL INFORMATION				THEORETICAL FOUNDATION		
	AUTHOR	TITLE OF ARTICLE	NAME OF THE PUBLICATION	PUBLISHING DATE INFORMATION	ORIGINALLY BASED ON THEORY	EXPAND THEORY	DEVELOP NEW THEORY
4)	Fritz, Robert L.	A Study and Comparison of Attitudes Among Marketing & Distributive Ed. Teachers & Senior Students Towards the American Bus. & Economic System	National Conf. Rept. printed by The Ctr. for Voc. & Adult Ed. - Auburn University	April 1985, Pgs 49-76	No	No	No
5)	Sanders, Lester E.	Analysis of the Use of Publications in the MDE Classroom in Georgia	"	April 1985, Pgs 77-95	Yes	No	No
6)	Searle, Gary A.	Teacher Turnover: Marketing Education a National Study	"	April 1985, Pgs 96-101	No	No	No
7)	Steele, Anne C.	A Methodology to Engage Senior Executives in Professional Dev. Programs: Focus on Strategic Management	"	April 1985, Pgs 102-107	Yes	Yes	No

RESEARCH RETRIEVAL INFORMATION				THEORETICAL FOUNDATION		
AUTHOR	TITLE OF ARTICLE	NAME OF THE PUBLICATION	PUBLISHING DATE INFORMATION	ORIGINALLY BASED ON THEORY	EXPAND THEORY	DEVELOP NEW THEORY
8) Weber, Larry	Educational Research: Some Problems and Observations	National Conf. Report printed by the Ctr. for Voc. & Adult Ed. - Auburn University	April 1985, Pgs 108-120	Yes	Yes	No

RESEARCH RETRIEVAL INFORMATION

THEORETICAL FOUNDATION

	AUTHOR	TITLE OF ARTICLE	NAME OF THE PUBLICATION	PUBLISHING DATE INFORMATION	ORIGINALLY BASED ON THEORY	EXPAND THEORY	DEVELOP NEW THEORY
1)	Allen, Thomas R, Jr.	Desired Student Preparation in the Job Application Process as Perceived by the Business Community	National Conf. Report printed by The Ctr. for Voc. & Adult Ed. - Auburn University	April 1988, Pgs 1-22	Yes	No	No
2)	Wray, Ralph D.	Effective Marketing Techniques for Collegiate Business Educ. Programs	"	April 1988, Pgs 23-44	Yes	No	No
3)	Littman, Michael J.	Alabama Marketing Professors' Rating of Curriculum Content Areas in M.E.	"	April 1988, Pgs 45-66	Yes	No	No
4)	Lucas, Stephen R. & Benton E. Miles & Robert L. Fritz	Creative Conference Planning	"	April 1988, Pgs 67-78	No	No	No
5)	Holmes, Wally S & Jim Seward	A Report on Standards for M.E.	"	April 1988, Pgs 79-97	Yes	Yes	No

	RESEARCH RETRIEVAL INFORMATION				THEORETICAL FOUNDATION		
	AUTHOR	TITLE OF ARTICLE	NAME OF THE PUBLICATION	PUBLISHING DATE INFORMATION	ORIGINALLY BASED ON THEORY	EXPAND THEORY	DEVELOP NEW THEORY
6)	McComas, Marcella L.	Texas Superintendents and Principals Perceptions of Voc. Student Organizations	National Conf. Report printed by the Ctr. for Voc. & Adult Ed. - Auburn University	April 1988, Pgs 98-118	No	No	No
7)	Holmes, Wally S.	Matching Learning and Teaching Styles Makes a Difference, or Does It?	"	April 1988, Pgs 119-133	Yes	No	No

RESEARCH RETRIEVAL INFORMATION

THEORETICAL FOUNDATION

	AUTHOR	TITLE OF ARTICLE	NAME OF THE PUBLICATION	PUBLISHING DATE INFORMATION	ORIGINALLY BASED ON THEORY	EXPAND THEORY	DEVELOP NEW THEORY
1)	Owolabi, Isaac B.	Relationship Between the Training Needs of Sales/Marketing Trainers and their Career Stages	National Conf. Report printed by the Ctr. for Voc. & Adult Ed. - Auburn University	April 1989, Pgs 3-36	Yes	Yes	No
2)	Lucas, Stephen R. & Benten E. Miles	A Rept. of a M.E. Professional Dev. Activity to Provide Training for Teachers in the Use of the Nominal Group Technique	"	April 1989, Pgs 37-45	No	No	No
3)	Wray, Ralph D. & Rodney Davis	The Perceptions of Sec. M.E. Students Regarding Ethical Behavior in Bus.	"	April 1989, Pgs 46-66	No	No	No
4)	Cooper, William & Lawrence Gulley & Benton E. Miles	A Research Study of Current Advertising Strategies Used By CPAs	"	April 1989, Pgs 67-76	No	No	No
5)	Moorman, Jerry W. & Cynthia G. Hess	A St. of TX Bks. to Deter. Bus. Plan Comp. for the Entre. Plan. to Start Sm. Bus	"	April 1989, Pgs 77-90	No	No	No

RESEARCH RETRIEVAL INFORMATION

THEORETICAL FOUNDATION

	AUTHOR	TITLE OF ARTICLE	NAME OF THE PUBLICATION	PUBLISHING DATE INFORMATION	ORIGINALLY BASED ON THEORY	EXPAND THEORY	DEVELOP NEW THEORY
6)	McNelly, Don E.	Perceived Benefits of Being a State DECA Officer	National Conf. Report printed by the Ctr. for Voc. & Adult Ed. - Auburn University	April 1989, Pgs 91-109	Yes	Yes	No
7)	Palmieri, Frank D. & John W. Schell & Lee Miles	Resr. the Need for Computer-aided Curr. Plan for PA M.E. Teacher	"	April 1989, Pgs 110 - 138	Yes	No	No
8)	Berns, Robert G	Job Sat. of Sec. Marketing Educators in N.E. Ohio	"	April 1989, Pgs 139 - 160	Yes	No	No
9)	Saenz, Sharon	The Use of Video tape to incr. Student Productivity	"	April 1989, Pgs 161 - 175	Yes	Yes	No
10)	Worms, Allan J. & Carolyn L. Worms	M.E. for Marina Operators	"	April 1989, Pgs 176 - 187	No	No	No
11)	Littman, Michael J.	Acessibility to and Enrollment in Sec. Bus. & Marketing Ed.	"	April 1989, Pgs 188 - 203	No	No	No

RESEARCH RETRIEVAL INFORMATION				THEORETICAL FOUNDATION		
AUTHOR	TITLE OF ARTICLE	NAME OF THE PUBLICATION	PUBLISHING DATE INFORMATION	ORIGINALLY BASED ON THEORY	EXPAND THEORY	DEVELOP NEW THEORY
12) Barry, Michael	The Training of Teachers as Advisors	National Conf. Report printed by the Ctr. for Voc. & Adult Ed. - Auburn University	April 1989, Pgs 204 - 222	No	No	No
13) Fritz, Robert L.	Marketing Educators' Readiness to Improve Students' Reasoning Skills: Report of an Exploratory Study	"	April 1989, Pgs 223 - 256	Yes	Yes	No
14) Olson, Le Vene A.	An Assessment of Instructor Behaviors in a Graduate Satellite Entrepreneurship Course	"	April 1989, Pgs 257 - 266	No	No	No

	RESEARCH RETRIEVAL INFORMATION				THEORETICAL FOUNDATION		
	AUTHOR	TITLE OF ARTICLE	NAME OF THE PUBLICATION	PUBLISHING DATE INFORMATION	ORIGINALLY BASED ON THEORY	EXPAND THEORY	DEVELOP NEW THEORY
1)	Allen, Thomas R. Jr.	Industries' Perception of Preparation of Marketing Teacher Educ. for Jobs in the Bus. World	National Conf. Report printed by the Ctr. for Voc. & Adult Ed. Auburn University	April 1990, Pgs 2-22	Yes	No	No
2)	O'Connor, Patrick J.	Projecting the Need for Sec. Marketing Educators in N.E. Ohio to the year 2000	"	April 1990, Pgs 23-37	No	No	No
3)	Moorman, Jerry W.	M.E.: A Survey of State Supvs. Concerning Program Size, Growth, and Teaching Assignments	"	April 1990, Pgs 38-56	No	No	No
4)	Davis, Rodney E.	Iden. of Perceived Challs. of Sec. IN M.E. Teachers: Appl. of the Nominal Grp. Technique	"	April 1990, Pgs 57-70	Yes	No	No
5)	Wray, Ralph D.	ILL Sec. M.E. Teachers' Perc. Needs for In-service Educ.	"	April 1990, Pgs 71-91	No	No	No

	RESEARCH RETRIEVAL INFORMATION				THEORETICAL FOUNDATION		
	AUTHOR	TITLE OF ARTICLE	NAME OF THE PUBLICATION	PUBLISHING DATE INFORMATION	ORIGINALLY BASED ON THEORY	EXPAND THEORY	DEVELOP NEW THEORY
6)	Littman, Michael J.	Microcomputer Liter. of M.E., B.E., & Bus. Students	National Conf. Report printed by the Ctr. for Voc. & Adult Ed. - Auburn University	April 1990, Pgs 92-107	No	No	No
7)	Lynch, Richard L. & Lillie M. Anderton	The Teachers of M.E. Teachers	"	April 1990, Pgs 108-129	No	No	No
8)	Holmes, Wally S. & Ronald A. Dearden	The M.E. Program in FLA: Its Effectiveness in Placing Program Completers	"	April 1990, Pgs 130-156	No	No	No
9)	Ruff, Nancy S.	The Successful Sec. Marketing Teacher: Implications for Marketing Teacher Educ.	"	April 1990, Pgs 157-178	Yes	Yes	No
10)	McComas, Marcella L.	Entrepreneur-ship Plans: Friendswood Area Businesses	"	April 1990, Pgs 179-187	No	No	No

RESEARCH RETRIEVAL INFORMATION

THEORETICAL FOUNDATION

	AUTHOR	TITLE OF ARTICLE	NAME OF THE PUBLICATION	PUBLISHING DATE INFORMATION	ORIGINALLY BASED ON THEORY	EXPAND THEORY	DEVELOP NEW THEORY
1)	Lynch, Richard L	Marketing Teacher Education: A Status Survey	Marketing Educators' Journal printed by the Virginia Polytechnic Institute & State Un. in Blacksburg, VA	Spring 1985, Vol 10, # 2, Pgs 9-21	No	No	No
2)	Burrow, James L.	Facing the Marketing Teacher Ed. Crisis	"	Spring 1985, Vol 10, # 2, Pgs 22-30	No	No	No
3)	Davis, Rodney E.	Marketing Teacher Ed. & Prof. Leadership: Recommendations for a Plan of Action	"	Spring 1985, Vol 10, # 2, Pgs 31-40	Yes	Yes	No
4)	James, Richard F. & A. Gary Searle	Recommendations for Certification of Teachers in Sec. M.E.	"	Spring 1985, Vol 10, # 2, Pgs 41-51	Yes	Yes	No

RESEARCH RETRIEVAL INFORMATION

THEORETICAL FOUNDATION

	AUTHOR	TITLE OF ARTICLE	NAME OF THE PUBLICATION	PUBLISHING DATE INFORMATION	ORIGINALLY BASED ON THEORY	EXPAND THEORY	DEVELOP NEW THEORY
1)	Williams, Harold H. & S. Tracy Trussell	Long Term Effects of Participating in a Sec. M.E. Program	Marketing Educators' Journal printed by the Bowling Green St. Un. in Bowling Green Ohio	Fall 1986, Vol 12, # 1, Pgs 2-13	No	No	No
2)	Wray, Ralph D.	Perceptions Abt. Community College Marketing Programs	"	Fall 1986, Vol 12, # 1, Pgs 14-30	No	No	No
3)	Price, William T., Jr.	Beliefs, Opinions, and Concerns of VA H.S. Marketing Educators Regarding Adult Marketing Ed.	"	Fall 1986, Vol 12, # 1, Pgs 31-45	No	No	No
4)	Moore, James R. & Roger L. Luft & F. Dale Brown	Industrial Purchasing: Content & Curr. Development	"	Fall 1986, Vol 12, # 1, Pgs 46-64	Yes	Yes	No
5)	Gilley, Jerry W.	Training and Development: Marketing Teacher Education's Role	"	Fall 1986, Vol 12, # 1, Pgs 65-72	Yes	Yes	No

RESEARCH RETRIEVAL INFORMATION

THEORETICAL FOUNDATION

	AUTHOR	TITLE OF ARTICLE	NAME OF THE PUBLICATION	PUBLISHING DATE INFORMATION	ORIGINALLY BASED ON THEORY	EXPAND THEORY	DEVELOP NEW THEORY
1)	Stone, James R. III	Conts. of M.E. to Business & Society: A Philo. & Theoretical Perspective	Marketing Educators' Journal printed by the Bowling Green St. Un. in Bowling Green, Ohio	Fall 1987, Vol 13, # 1, Pgs 2-12	Yes	Yes	No
2)	"	Contrs. of M.E. to Business & Society: An Analysis of the Literature	"	Fall 1987, Vol 13, # 1, Pgs 13-22	No	No	No
3)	Heath, Betty & William T. Price Jr.	Perceived Probs. Encountered by First Year VA Sec. Marketing Teachers	"	Fall 1987, Vol 13, # 1, Pgs 23-35	Yes	No	No
4)	Stewart, Bob R. & Gary V. Dill	Affective Work Competencies of Marketing Ed. Students	"	Fall 1987, Vol 13, # 1, Pgs 36-45	Yes	No	No
5)	Stone, James R. III	Identifying Product Attributes for M.E. Product Design: Implc. for the Marketing of M.E.	"	Fall 1987, Vol 13, # 1, Pgs 46-62	Yes	Yes	No

	RESEARCH RETRIEVAL INFORMATION				THEORETICAL FOUNDATION		
	AUTHOR	TITLE OF ARTICLE	NAME OF THE PUBLICATION	PUBLISHING DATE INFORMATION	ORIGINALLY BASED ON THEORY	EXPAND THEORY	DEVELOP NEW THEORY
6)	Price, William T. Jr.	Adult Marketing Ed. for the Small Bus. Sector: A Nat. Status Report	Marketing Educators' Journal printed by the Bowling Green St. Un. in Bowling Green, Ohio	Fall 1987, Vol 13, # 1, Pgs 63-74	Yes	Yes	No

STATISTICAL ANALYSIS

"Research can be defined as the application of scientific methodology in an attempt to solve problems"(Weber 1985, 108).

"What seems to happen in much educational research is that we forget why we are doing it. We somehow neglect the main purpose of the study. We focus on the analysis rather than on the treatment, and the analysis does us in"(Weber 1985, 116).

The statistical analysis of this paper will be concise. The conciseness of the statistical analysis will keep the main focus of this paper from becoming obscured.

The population proportion for the statistical analysis are the research articles in marketing education. These articles were listed in the "Review of the Literature" section of this paper. The articles are located on pages twenty two through thirty five. The population proportion (¶) with a large sample greater than thirty (30) is utilized. "Because of the central limit theorem, if the sample is large ($n > 30$), there is a good chance $\bar{X}$ is close to μ"(Jarrell 1988, 247). The level of significance is ten percent (.10).

Summary of Data

SUMMARY OF MARKETING EDUCATION RESEARCH ARTICLES

Name of Publication	Date of Publication	# of M.E. Articles in the Publication	Research Based on Theory & Result in Expansion & (or) Development of Theory	%age of Research Based on Theory & Result in Expansion & (or) Development of Theory
Nat Conf Report	1985	8	3	38%
Nat Conf Report	1988	7	1	14%
Nat Conf Report	1989	14	4	29%
Nat Conf Report	1990	10	1	10%
Marketing Ed. Jour.	Spring 1985	4	2	50%
Marketing Ed. Jour.	Fall 1986	5	2	40%
Marketing Ed. Jour.	Fall 1987	6	3	50%
Total		54	16	30%

The Hypothesis

H_o : ¶ $\leq$ 50% of marketing education research is originally based upon a theoretical framework and results in the expansion of existing theories and (or) the development of new theories

H_1 : ¶ > 50% of marketing education research is originally based upon a theoretical framework and results in the expansion of existing theories and (or) the development of new theories

The level of significance	-	.10
The standard error of the proportion	-	.086
The confidence interval estimate	-	1.29
The estimate sample of the proportion	-	.296
The sample (test) statistic	-	-2.37

Since the sample (test) statistic is within the acceptance range, the H_o is accepted.

"There is not much doubt that most research in marketing education is of an applied nature with little relationship to theory. . . . But without theoretically based research, the discipline of marketing education will continue to lack an appropriate base to support current practices, or create the knowledge needed to devise new priorities"(Stone 1985, 11).

CONCLUSIONS AND SUGGESTIONS

Marketing education research needs to be based upon a known theory and the result of that research must be the expansion of that known theory and (or) the development of new theory. Marketing education research can expand known theory by relating that theory to marketing education. This process should eventually lead to elevating that relationship between known theory and marketing education to the development of new theory.

The following theories could serve as a basis for marketing education research:

Educational Theories

"Four educational theories that lead or have led to programs of reform"(Kneller 1971, 231).

1. Perennialism - the basic principles include:
    1. "Despite differing environments, human nature remains the same everywhere; hence, education should be the same for everyone"(Kneller 1971, 232).
    2. "Since rationality is man's highest attribute, he must use it to direct his instinctual nature in accordance with deliberately chosen

ends"(Kneller 1971, 233).

3. "It is education's task to impart knowledge of eternal truth"(Kneller 1971, 233).
4. "Education is not an imitation of life but a preparation for it"(Kneller 1971, 233).
5. "The student should be taught certain basic subjects that will acquaint him with the world's permanencies"(Kneller 1971, 233).
6. "Students should study the great works of literature, philosophy, history, and science in which men through the ages have revealed their greatest aspirations and achievements" (Kneller 1971, 234).

2. Progressivism - the basic principles include:
   1. "Education should be life itself, not a preparation for living"(Kneller 1971, 237).
   2. "Learning should be directly related to the interests of the child"(Kneller 1971, 237).
   3. "Learning through problem solving should take precedence over the inculcating of subject matter"(Kneller 1971, 238).
   4. "The teacher's role is not to direct but to advise"(Kneller 1971, 239).
   5. "The school should encourage cooperation rather than competition"(Kneller 1971, 240).
   6. "Only democracy permits - indeed encourages - the free interplay of ideas and personalities

that is a necessary condition of true growth"(Kneller 1971, 240).

3. Essentialism - the basic principles include:
   1. "Learning, of its very nature, involves hard work and often unwilling application" (Kneller 1971, 245).
   2. "The initiative in education should lie with the teacher rather than with the pupil" (Kneller 1971, 245).
   3. "The heart of the educational process is the assimilation of prescribed subject matter" (Kneller 1971, 245-246).
   4. "The school should retain traditional methods of mental discipline"(Kneller 1971, 246).
4. Reconstructionism - the basic principles include:
   1. "Education must commit itself here and now to the creation of a new social order that will fulfill the basic values of our culture and at the same time harmonize with the underlying social and economic forces of the modern world"(Kneller 1971, 248).
   2. "The new society must be a genuine democracy, whose major institutions and resources are controlled by the people themselves"(Kneller 1971, 248).
   3. "The child, the school, and education itself

are conditioned inexorably by social and cultural forces"(Kneller 1971, 249).

4. "The teacher must convince his pupils of the validity and urgency of the reconstructionist solution, but he must do so with scrupulous regard for democratic procedures"(Kneller 1971, 249).
5. "The means and ends of education must be completely refashioned to meet the demands of the present cultural crisis and to accord with the findings of the behavioral sciences" (Kneller 1971, 250).

Historical Theories of Learning

1. Faculty psychology is "a theory that held that the mind was composed of a number of mental faculties such as reasoning, memory, attention, will, judgment, and observation. It was believed that the process of education was directed toward developing and strengthening these faculties. . . . Based on faculty psychology was the doctrine of 'formal discipline,' which considered the faculties of the mind to be much like muscles - capable of being developed and enlarged by exercise" (Callahan 1983, 135).
2. Apperception is based upon "the eighteenth century 'tabula rasa' theory of John Locke. . . .

According to the tubula rasa theory, the mind was a blank slate upon which the experiences of life were recorded. The mind was therefore the product of life experiences" (Callahan 1983, 135). In apperception, J.F. Herbart, developed two principles. The first principle is called frequency. The principle of frequency means "the more often an idea or concept is brought to consciousness, the easier it is for it to return" (Callahan 1983, 135). The second principle is called association. The principle of association "means that whenever a number of presentations or ideas associate to form a mass, the combination so formed will determine which ideas are allowed to enter the consciousness. Herbart therefore proposed three levels or stages of learning. The first stage is primarily that of 'sensory activity.' This stage is followed by the 'memory stage,' which involves the exact reproduction of previously formed ideas. The third stage is that of 'conceptual thinking or understanding,' which includes generalizations and the demonstration of rules, principles, or laws from a study of particulars - an inductive process" (Callahan 1983, 136).

Modern Theories of Learning

1. Association . . ."began with Aristotle, who was concerned with the association of ideas through similarity, contrast, and contiquity"(Callahan 1983, 137).
2. Stimulus-Response (Classical Conditioning) . . . "developed by the Russian Nobel Prize-winner Ivan P. Pavlov. . . . Classical conditioning refers to the learning of reflexive or elicited behavior"(Callahan 1983, 137).
3. Instrumental Conditioning . . ."Thorndike postulated the 'law of effect' to indicate the relationship between stimulus and response. In effect, the law stated that there was a connection or bond between these two events (stimulus and response), and that when a response was followed by satisfying consequences, the subject was likely to repeat the response in a similar situation. Learning, then, was a matter of trying various approaches until the right one was found, then practicing that response until it was stamped in"(Callahan 1983, 138).
4. "Operant Conditioning is a concept introduced by B.F. Skinner"(Callahan 1983, 138). Operant Conditioning "refers to the learning of voluntary or emitted behavior" (Callahan 1983, 138).

"Operant Conditioning techniques are applied to human behavior in what is known as Behavior Modification. Behavior Modification involves the use of both shaping and reinforcement in changing a person's behavior" (Callahan 1983, 139).

5. "Gestalt Theory is interested in large patterns of behavior called 'Molar Behavior.' As applied to learning, Gestalt Theory considers the learner as already having a complex set of attitudes and skills from his learning. · · · The learner uses organization and reorganization of experience to make sense of his world"(Callahan 1983, 139).
6. Lewin's Topological Theory · · ·"was an attempt to explain human behavior in terms of responses to environmental forces, especially social environmental forces. This theory features the 'Field or Life Space,' which is the environment as perceived by the individual; it emphasizes the need for empathy or sensitivity in order to understand the feelings and attitudes of the learner"(Callahan 1983, 139).
7. Tolman's Sign Learning · · ·"involves the realization that behavior is goal-directed. Learning is the acquired expectation that one

stimulus will be followed by another in a certain situation"(Callahan 1983, 140).

8. Phenomenological Theory . . ."views the person as being in a state of dynamic equilibrium and emphasizes the phenomenological nature of perception. . . . It is the environment, as it is perceived by the learner, to which the learner reacts"(Callahan 1983, 140).

Additional Theories

Additional theories upon which research in marketing education could be based were cited in an article by Stone. These theories include: Economic Theory, Human Capital Theory, Marketing Capital, Organizational Behavior Theory and Social Attainment Theory (Stone 1985, 112).

A Second Conclusion

Marketing education lacks organization; the organizing of facts into theory. To instill this type of organization, the scientific method should be utilized. The process of the scientific method can be "delineated into a number of steps, the exact formulation of which varies somewhat from writer to writer. The general pattern is: certain phenomena are observed; a problem situation develops, is noted, and clarified; crude relationships are tentatively identified and elaborated; a more or less formal hypothesis is derived; a design is developed to test the hypothesis; the hypothesis is verified or refuted; the

results are subjected to further tests and refinements; and finally the conclusions are integrated with the previous concepts of science. The process involves such subsidiary steps as the review of relevant experience, the manipulation of factors, the measurement of quantities, the scaling of variables, and the analysis and interpretation of data" (Mouly 1970, 55).

The Need for Organization

"In its early stages of development, the major concern of science is the accumulation and refinement of experience and the discovery of functional relationships among phenomena. As long as the relationships so derived remain isolated, however, they are of limited value except in the solution of a problem identical to those which led to their discovery. To be useful, knowledge must be organized, and the primary responsibility of a science is to develop a system of organization which will make the facts, as they are accumulated, meaningful from the standpoint of their ultimate purpose"(Mouly 1970, 62).

"Science must remain close to facts; yet it is only when isolated facts are placed into perspective by being integrated into some conceptual scheme which promotes a greater understanding of their nature and significance that we approach a science. Thus, Conant (1948) suggests that unless progress is made in reducing the degree of empiricism in an area, the rate of advance in that area will be relatively slow and highly

capricious. Similarly, McConnell (1942) points out that the development of a science depends as much on the continuous formulation and revision of theory as it does on investigation and experimentation"(Mouly 1970, 62).

"Science is committed to a continuous process of ever-expanding clarification and systematization of its findings (Mouly 1970, 62). . . . The ultimate goal is a systematization not only of facts into laws but of laws into ever expanding conceptual schemes of science. Thus, the method of science is essentially one of a back-and-forth movement - from facts, to hypotheses, to laws, and back to facts as the basis for the testing and refinement of more adequate hypotheses; thus leading to the derivation of more general and comprehensive principles and theories"(Mouly 1970, 62-63).

Suggestions

1. To assure that the quality of marketing education research is continually upgraded, the criteria for publication should be based upon the theoretical basis of the research. The research should be based upon a known theory and result in the expansion of known theory and (or) the development of new theory.
2. The theory upon which the marketing education research is based should be clearly stated in the "introduction" section of the paper. This will eliminate the confusion of determining if the research is originally

based upon a specific theory.

This suggestion stems from the "Law of Parsimony." The Law of Parsimony states that "theories must be stated in simple terms; that theory is best which explains the most in the simplest form" (Mouly 1970, 71).

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